DOCUMENT RESUME

ED 187 064 EC 124 329

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TITLE Management Manual for Cooperative Homebased Preschool Program. Early Childhood Program for the Handicapped.
INSTITUTION Consortium of Madison, Tensas, East and West Carroll Parish, Tallulah, La.
SPONS AGENCY Louisiana State Dept. of Education, Baton Rouge.
PUB DATE Apr 80
NOTE 28p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session W-90).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperative Programs; *Demonstration Programs; *Disabilities; Models; *Parent Education; *Preschool Education; Program Descriptions; *Rural Education

ABSTRACT

The document describes a model program for preschool handicapped children in rural areas utilizing a cooperative approach. Section I provides background information and information on program locale, goals and objectives, and program variables (personnel variables, instructional variables, facilities, program costs, and evidence of effectiveness). The program includes an administrative component (concerned with the development of the organizational pattern and administrative relationships whereby a cooperative endeavor could operate), a child program component (designed to identify students for the program and needed services to them and their parents to overcome developmental deficits), a parent training component (designed to involve parents in the education of their children), and a staff training component (designed to conduct activities that would efficiently prepare the project staff to perform their duties). Section II outlines replication factors which include resource specifications, critical success factors, and adoptive materials. (SBH)

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Management Manual

for Cooperative Homebased Preschool Program

Early Childhood Program for the Handicapped
Madison, Tensas, East and West Carroll Parish Consortium
Tallulah, La. 71282

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Foreword

This Management Manual is intended to be used by persons interested in initiating a Homebased Preschool Handicapped program cooperatively or on an individual parish basis.

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I. Program Description

A. Background Information

Public Law 94-142 encourages each state to provide educational services to the preschool handicapped child by providing additional money to those states who offer early intervention services to children ages 3-5.

In addition to this federal law, Louisiana state law Act 754 mandates public school education for **all** children between the ages of 3 and 21 years. Based on federal and state legislation, therefore, parents of preschool handicapped children can demand that services be provided in accordance with the laws. These events have created a need for each state, including Louisiana, to develop a network of early childhood education programs for the handicapped.

The proposed Louisiana Title VI State Plan estimated that there are approximately 13,000 to 22,000 handicapped children between the ages of 3 and 5 years of age. However, there were only 4,110 preschool handicapped children receiving these services at the end of the 1976-77 school year. At a conservative estimate, there are approximately 9,000 children who are not receiving services but who qualify for these services under federal and state laws in the state of Louisiana.

A third demand for early childhood intervention programs arises from the parents of these preschool children. With the help and availability of medical services and increased levels of awareness about handicapping conditions of children, parents frequently note that their child is demonstrating mild or severe problems, but the educational services are not available to their child. To further compound the frustration over the problem, public information emphasizes the benefits of early childhood education.

Unless educational and treatment services are available and utilized by the parents, the parents may be left to cope, often inadequately, with a complex and difficult child rearing role. Since the parent provides the primary social and emotional impact on the child's development, the presence of a handicapping condition can seriously interfere with the parent's ability to provide adequate stimulation and personal warmth. When parents have had an intense involvement with the education of their handicapped child, the child's intellectural, social, emotional growth continues beyond that provided in the program.

Finally, early childhood educational services are necessary to allow the children to benefit from further education and social interaction. Unless the child receives the needed services to adapt to school at or around age 6, his handicap is compounded. At this point, the critical periods of neurological and physical growth have passed. The developmental gap can make it less likely that he will be able to benefit from the remediation efforts of special education programs.

The need to develop a cooperative program arises because of the low incidence population of certain handicapped children, e.g. autistic, cerebral palsied, within

any one parish, and the inability of a single parish to attract trained personnel and the monetary resources needed to support the program and the required support services.

These needs suggested that each parish begin to develop early childhood education programs for the handicapped. It was estimated that there were approximately (according to local parish administrators) 400 preschool children in the parishes of East and West Carroll, Tensas and Madison who could benefit from these services immediately. Inspection of the geography of these parishes showed that these parishes had a high incidence of citizens living in rural areas as opposed to urban areas. Because of this need the four parishes submitted an application to the Louisiana State Department of Education for an ESEA, Title IV-C grant to develop a model program for preschool handicapped children in rural areas utilizing a cooperative approach. The grant was awarded and a program was initiated during the 1977-78 school year.

B. Locale

The parishes of Tensas, Madison, East and West Carroll cooperated to form a consortium of services for handicapped children between three and five years of age. Located in the northeast section of the state of Louisiana, the parishes are rural with no related programs or services available for preschool handicapped children.

The fiscal agent for the project was Madison Parish. The school board office for the administering agent was at Tallulah, Louisiana, a city of approximately 10,000. The distance between Tallulah and the school board offices in the other cooperating parishes ranges from 30-45 miles.

The economy of the area is below the state average on many indices. The average per pupil expenditure varied with Tensas Parish being a slightly above the state average, while the others were below the state average. Two of the parishes were above the average in assessed value of property in the state while two were below the average. All of the school districts were below the legal maximum tax rate. Agriculture plays an important role in the economy of the area.

C. Goals & Objectives

The overall purpose of the project was:

(1) To replicate the Portage Project Early Childhood Education program in four predominantly rural parishes in Louisiana.

(2) To demonstrate an Early Childhood Program by using a parish consortium model to provide these services.

The major objectives of the program are stated below. The specific objectives of each of the three years of the project operation may be found in the annual evaluation reports.

(1) The project staff will demonstrate ability to locate preschool handicapped children in a cooperative endeavor as indicated by the number of children enrolled in the program. It is expected that 80 preschool children will be located and enrolled in the program.

(2) The children participating in the program will improve their physical, self-help, social, acadamic, and communication skills as measured by the Alpern-Boll Development Profile. It is expected that the functional age to the chronological age (FA)/(CA) ratio on the post test will be greater than the same ratio on the pretest.

(3) Parents involved in the program will demonstrate knowledge of ways for helping their child at home as judged by teachers and coordinator-teachers. It is expected that by the end of the year, the parents will earn a mean score of 3.0 on a 4.0 rating scale.

(4) The project staff will be trained in techniques needed to provide home-bound instructions as indicated by the evaluation results of training sessions. It is expected that at least 75 percent of the training objectives will be achieved.

(5) The project staff will demonstrate ability to create awareness of project activities as indicated by (a) the number of requests for information about the project, (b) the number of presentations given about the project. It is expected that (1) at least 25 requests for information will be received (2) that 15 school personnel will vist the project and (3) that 10 presentations be given about the project.

D. Identification and Description of Program Variables

The program variables consisted of the personnel involved in the program, the process by which the program activities were conducted, and the behavioral changes to be elicited from the participants. These variables are described in the sections to follow.

1. The Personnel Variables

The personnel variables involved in the program were the students, project staff, consultants, evaluator, and advisory council. These variables for the four parish cooperative early childhood program for handicapped children are described in the sections to follow.

a. Students

The students served in the program were children with developmental defects, ages 3-5, residing in Madison, Tensas, East Carroll, and West Car-

roll parishes. The parents of the students agreed that their children could participate in the program and that they would become actively involved in the project.

Existing referral sources were utilized in identifying the children. These referral sources included governmental agencies, public and private agencies, civic groups, school personnel, physicians, and parent groups. Information about the program and the services available were also disseminated by radio, television, and newspaper.

When students were located and identified, they were referred for evaluation by a competent authority team. Children were formally admitted to the program upon the recommendation of the competent authority team.

Approximately 70 children were served in the program each year. The characteristics of the children being served during a typical year are shown in Tables 1 and 2.

TABLE 1.

The Sex and Racial Characteristics of the Children Participating in the Four Parish Cooperative Early Childhood Program for the Handicapped - by Parish

	Male		Female		Black		White	
Parish	No.	%	No.	%	No.	%	No.	%
Madison	10	45	12	55	15	68	7	32
Tensas	16	80	4	20	18	90	2	10
East Carroll	5	56	4	44	8	89	1	11
West Carroll	13	65	7	35	5	25	15	75

TABLE 2.

Handicapping Conditions of the Children Participating in the Four Parish Cooperative Early Childhood Program for the Handicapped - by Parish

Major Handicapping Cond.	Madison	Tensas	East Carroll	West Carroll	Total
Mentally Retarded	4	7	4	3	18
Slow Learner	3	3	1	2	9
Orthopedically Hand.	2		1		3
Visually Impaired		1		1	2
Emo. Dis./Autistic	1		1		2
Multi	2		1	4	7
Other Health Imp.	1	1			2
Speech	9	8	1	10	28
Total	22	20	9	20	71

b. **Project Staff**

The project staff consisted of a project director, coordinator teachers, teachers, and a administrator/secretary. The project director served as a home teacher for one child, provided overall direction to the program, coordinated all inter-parish activities, administered project finances, and organized and scheduled all training activities. Each coordinator/teacher served as a home teacher for 8-10 children, supervised the teacher in her parish, and coordinated all intra-parish activities. Each teacher served as a home teacher for 10 or more children and helped in the location and screening of the children. The administrator/secretary performed the necessary secretarial and office duties. The characteristics of the project staff are shown in Table 3.

TABLE 3.
The Characteristics of the Project Staff Involved in the Four Parish Cooperative Early Childhood Program for the Handicapped

	Sex		Race			
	M	F	B	W	Degree	Years of Experience
Project Director		X		X	MS+3	4
Coordinator/Teacher, Madison		X		X	BA+6	5
Coordinator/Teacher, Tensas		X		X	MS	20
Coordinator/Teacher, West Carroll		X		X	BA	2
Coordinator/Teacher, East Carroll		X		X	BA	4
Teacher, Madison		X	X		BA+3	2
Teacher, Tensas		X	X		BA+3	1
Teacher, West Carroll		X		X	BA+27	2
Administrator/Secretary		X	X		HS+2	2

c. **Consultants**

Consultants assistance was provided by Dr. Robert Schedgick, Director of the Early Childhood Program in the Louisiana State Department of Education and from personnel from the Portage Project Staff located in Portage, Wisconsin. The instructional program used in the four parish cooperative project was a home-based program for preschool children developed by a regional education service unit located in Portage, Wisconsin. Dr. Schedgick and the Portage staff provided training and consultative service to the project staff in the methods and procedures used in the home-based program.

d. **Evaluator**

The evaluator for the project was Dr. Dean C. Andrew of Educational Planning and Evaluation Services located in Magnolia, Arkansas. Dr. Andrew has a doctoral degree in educational psychology and has experience in teaching, administration, and program evaluation.

e. **Advisory Council**

An advisory council functioned as a liason group between the project and the school districts' regular special education program. The advisory council also helped the project director in developing program policies and procedures.

2. **Instructional Variables**

The instructional or the process variables in the Four Parish Cooperative Early Childhood Program for Handicapped Children are the organization, program activities, facilities, and program costs. They are described below.

a. **Organizational Structure**

The project was designed to provide home services to preschool children with a variety of handicaps by aiding their parents in learning techniques and procedures for teaching their children appropriate developmental activities. The program was a cooperative effort involving four parishes in northeast Louisiana. The administering agency was the Madison Parish School Board and the project director was directly responsible to the superintendent of schools in that parish. The project staff was directly responsible to the project director but the coordinator/teacher and the home teachers in each parish worked closely with the advisory council representative in that parish. The Figure 1 on page 10 shows the organizational structure for the program.

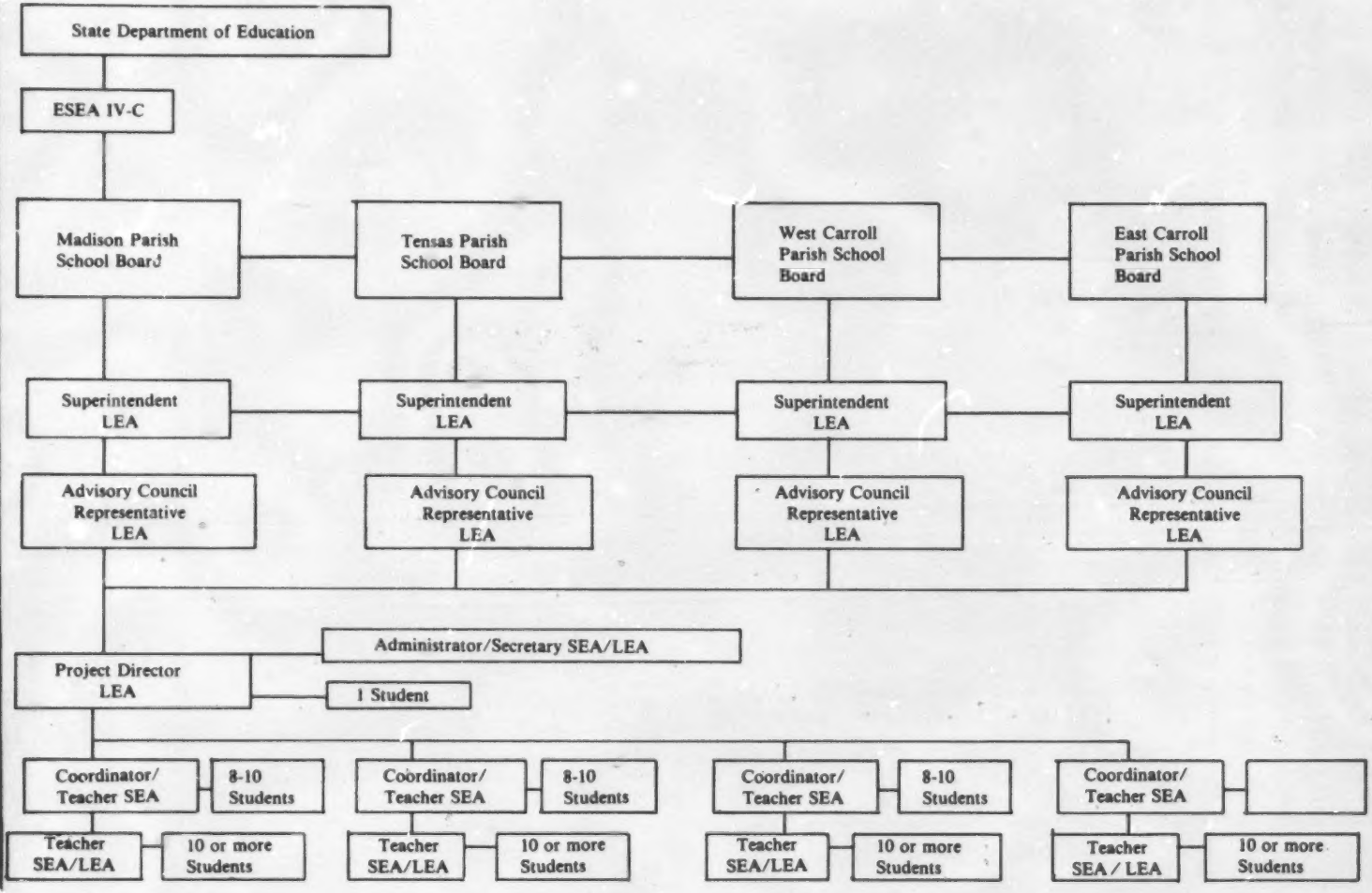
b. **Program Components and Activities**

Each of the program components will be identified and the major activities that are being conducted will be described.

1. **Administrative Component**

The activities of this component were concerned with the development of the organizational pattern and the administrative relationships whereby a cooperative (four parish) endeavor could operate. Such activities included the establishment of an organizational structure and a definition of who was responsible to whom. Job descriptions were written defining roles, functions, and responsibilities. Personnel policies were developed to outline procedures concerning pay, vacation, sick leave, work schedule, absenteeism, etc. A copy of the job descriptions and personnel policies can be found in adoption materials.

Figure 1: The Organizational Chart for the Four Parish Cooperative Early Childhood Program for the Handicapped (Portage Project)



2. **Child Program Component**

The overall goal of this component was to identify students for the program and provide needed services to them and their parents to overcome developmental deficits. The activities conducted in identifying children for the program were as follows:

a. Potential participants were located through the conduction of a number of child search activities. Such activities included contacting various referral sources in the target area. Those referral sources included public health offices, family services, physicians, civic and religious groups, day care centers, school personnel, and various parent groups. Newspaper, radio, and TV media were used as needed. Referral sources were given information about the program and their assistance was sought in disseminating information about the program.

b. When a student was referred for possible admission to the program, a coordinator/teacher or a home teacher contacted the parent to set up an appointment for a home visit.

c. The initial home visit was made. At this visit the home teacher explained the program to the parents and determined their interest in participating in the program. The home teacher observed the child informally and obtained information needed to determine the child's eligibility for the program by administering the Alpern-Boll Developmental Profile.

d. If the home teacher thought the child was eligible based on the results of the Alpern-Boll a referral form was completed prior to a second home visit. The standard referral developed by the Louisiana Department of Education was used. The teacher explained the referral packet to the parents and obtained their signature for authorization for special education services.

e. The referral forms were returned to the person in the parish responsible for scheduling students for evaluation. The Competent Authority Team from Northeast Louisiana University performed the individual evaluations.

f. The child was evaluated by the team of specialists, and if they determined the child had developmental deficits, he/she was formally admitted to the program.

After the children were enrolled, the services to the children and their parents began. They were as follows:

a. A teacher went to the home of each participating student at least once a week for a period of 1½ hours.

b. At the home, the teacher aided the parents in: (a) assessing their child's present skill level in five developmental areas; (b) targeting appropriate

teaching tasks; (c) developing skills necessary to teach their own children; (d) defining appropriate teaching techniques; and (e) evaluating their child's performance.

c. Appropriate teaching tasks, based on the child's present behavior, were written on activity charts and left in the home. During the home visit, these individual activities were introduced by the home teacher. Baseline data was obtained on each activity to determine its appropriateness, the child's readiness and the child's level of performance before instruction. The home teacher demonstrated how the parent was to teach each activity during the week and how to record the child's performance. The parent then modeled the teaching process for the home teacher and recorded the child's response. Three to four activities were left weekly and the parents continued to teach the child daily and record the child's progress. On the next home visit the home teacher recorded post-baseline data on each activity from the previous week. This provided an evaluation of the child's performance after the implementation of the teaching process and served as a basis for weekly curriculum modification.

c. **Parent Training Component**

The overall goal of the program was to involve the parents in the education of their preschool handicapped child. Some of the activities described in the child program component illustrate some of the ways the parents were involved in the program. Other parent involvement activities were as follows:

(1) Parent orientation sessions were held and parents received information about the program. This orientation was held on a parish basis to alleviate extension travel.

(2) Parents were involved in the initial evaluation of the child. Parents acted as the prime informants when the child was assessed by the home teacher. The teacher interpreted results of the assessment to the parents, including a description of the child's present functioning level.

(3) The parents were involved in the curriculum planning. The home teacher discussed the curriculum and the methods and techniques for its implementation. Parents were encouraged to contribute to the planning by offering suggestions, criticisms and, in general, their hopes and concerns for their child.

(4) Parents were vitally involved in program implementation. During each weekly visit the home teacher described the activities to be conducted and the methods and techniques to be used including advice on

physical help, verbal cues, and general work atmosphere. This discussion was a two way conversation. The parents' suggestions concerning methods and techniques often replaced the original plans. Parents conducted the prescribed activities daily throughout the week. The home teacher left materials to be used, written instructions, and behavioral charts for the parents to record the child's daily progress.

d. **Staff Training Component**

The overall goal of this component was to conduct activities that would efficiently prepare the project staff to perform their duties. Four major activites were conducted in the component.

(1) Consultants from the Portage staff, the validated program, conducted a four-day workshop for the project staff. At this workshop training was given in the philosophy of the Portage project, child assessment, curriculum, behavioral objectives, task analysis, activity charts, home teaching process, behavior management, and parent activities. The consultants also conducted a follow-up training session in the spring.

(2) The Project Director met weekly with the project staff to conduct in-service training. A wide variety of topics were covered including referral forms and procedures, project records, personnel policies, reports, writing and implementing IEP's, early childhood development, behavior modification.

(3) The staff visited other projects to learn about techniques, procedures, and materials that might apply to the program. Visits were made to other preschool home-based programs and to a preschool program operating as a cooperative.

(4) The Project Director held in-service training with the staff to learn about available support services for children in the area. Representatives from various social, health, and welfare agencies were contacted to meet with the staff and provide information about their services.

e. **Facilities**

The Project Director and the secretary were provided office space by the Madison Parish School Board. This building was located in a house adjacent to the school board office and provided an area for in-service training as well as an office facility. The coordinator-teachers and the home teachers were provided preparation area by their respective parish school boards. The teaching of the parents and the services provided to the children were done in the homes.

f. **Program Costs**

The funds for operating the project come from an ESEA, Title IV-C grant. The project budget is shown below.

			Amount
I.	Administration		
	A. Professional staff (Project Director)		$ 17,931.62
	B. Non-Professional staff (Secretary)		3,755.70
	C. Materials and supplies		1,000.00
	D. Travel		1,500.00
	E. Other		1,000.00
		Subtotal	$ 25,187.32
II.	Instruction		
	A. Professional staff (4 Coordinator/teacher) (4 Teachers for one month)		$ 61,918.34
	B. Contracted Services (Evaluator, staff training)		6,300.21
	C. Materials and Supplies		9,394.56
	D. Travel		7,504.00
		Subtotal	$ 85,117.11
III.	Operation of Plant		$ 1,000.00
IV.	Fixed Charges		
	A. Professional Staff (Retirement)		$ 6,388.00
	B. Non-Professional Staff (Retirement)		300.46
	C. Other (Hospitilization)		553.92
		Subtotal	$ 7,242.38
V.	Total Direct Cost		$118,546.81
VI.	Indirect Cost		5,702.10
VII.	Total Budget		$124,248.91

3. **Behavioral Variables**

Both cognitive and affective behaviors were of concern in this project. The cognitive behaviors involved (1) children's improvement in their physical, self-help, social, academic, and communication skills; (2) parent's knowledge of the project and of techniques for helping their children at home; (3) the project staff's ability to use an effective assessment system (and an organizational structure); and (4) consultant's ability to train the project staff in the procedures and techniques of the Portage program.

The affective behaviors of concern in the project were the positive response of the staff and parents towards the program.

E. Evidence of Effectiveness

The project evaluation was conducted by an outside evaluator. The 1977-78 evaluation report noted the problems encountered in getting the project operational due to lateness in employing a director, teachers, and in locating target children. Most of the children were in the program only a semester and valid evaluation data was not available to measure progress over a complete school year. The 1978-79 evaluation data on the effectiveness of the program is summarized below.

1. The project staff were able through various child search activities to locate preschool handicapped children in the four parish areas. 70 were enrolled in the program and received home based instruction. The number of children served provided a full teaching load for the teachers employed.
2. The children that participated in the program improved their physical, self help, social, academic and communication skills as measured by the Alpern-Boll Developmental Profile. The functional age to the chronological age (FA)/(CA) ratio was greater than the same ratio on the pretest. Program wide test results are shown in Table 4.
   a. The Alpern-Boll Developmental Objective Profile was administered as a pretest to students upon enrollment in the program and again in May 1979 as a post test. Both pre and post test scores were available on 63 students. Many children moved from the area before post tests were given; some children were in the program too short a time to warrant post testing.

TABLE 4

Comparison of Pre and Post Test Information for All Preschool Handicapped Students in the Program on the Alpern-Boll Developmental Profile.

		Four Parishes						
Skill		Pre Test Means			Post Test Means			Difference In
Area	N	C.A.	F.A.	C.A./F.A. Ratio	C.A.	F.A.	C.A./F.A. Ratio	FA/CA Ratio
Physical	63	3-11	2-10	.723	4-7	4-0	.863	.140
Self Help	63	3-11	3-4	.862	4-7	4-6	.974	.112
Social	63	3-11	3-1	.789	4-7	4-2	.906	.117
Cognitive	63	3-11	2-7	.665	4-7	3-11	.845	.180
Communication	63	3-11	2-8	.681	4-7	3-6	.763	.082
Total	63	3-11	2-11	.744	4-7	4-0	.870	.126

b. Data showed the gains among all parishes were quite similar.

c. The skill areas showing the most improvement program wide were cognitive and physical. The cognitive area showed the greatest improvement in three of the four parishes.

d. Overall, the skill areas that showed the least improvement were language and self help. Language was one of the two skill areas in each parish that showed the least gain. The other area varied from one parish to the other.

e. In addition, the data showed growth in functional age in years and months. The mean growth in chronological age bewteen pre and post testing was from three years, eleven months to four years, seven months; or eight months growth. The mean growth in functional age during the eight month period was thirteen months or more than 1½ months in functional skills for each month in the program. This is above average growth.

II. Replication Factors

II. Replication Factors

A. 1. Resource Specifications for a Cooperative Home Based Preschool Program

Cost Category	(Start up) 1977-78 Cost	(Operational) 1978-79 Cost*	Adoptive Costs Start Up	Continuing
1. Personnel				
Project Director	x	x	x	x
Coordinator/Teacher	x	x	x	x
Teachers	x	x	x	x
Secretary	x	x*	x	x
2. Contracted Services				
Staff Training	x	x*	x	x*
Evaluation	x	x*		
3. Materials & Supplies	x	x*	x	x*
4. Travel	x	x	x	x

*Decreased amount from start up cost

2. Resource Specifications for an Individual Parish Homebased Preschool Program.

Cost Category	(Start-up) Cost	(Operational) Cost*
1. Personnel		
Project Director		
Coordinator/Teacher	x	x
Teachers	x	x
Secretary		
2. Contracted Services		
Staff Training	x	
Evaluation		
3. Materials & Supplies	x	x*
4. Travel	x	x

*Decreased amount from Start-up cost

B. Critical factors in Success of a cooperative Home Based Program
   1. Qualified Personnel - Job Description
   2. Commitment from parents
   3. Proper training
   4. Selected materials
   5. Travel funds
   6. Commitment from all participating LEA's
   7. Written policies & procedures

C. Adoptive Materials

PERSONNEL

The following table presents the personnel in the project and outlines their qualifications and duties.

Position: PROJECT DIRECTOR

Full Time or Part Time: FULL

Qualifications:

- Knowledge of early childhood education
- Certified in one area of special education and/or Early Childhood Education
- Masters Degree

Duties:

- Serve as a home teacher for one child in Madison Parish (fiscal agent).
- Administer project finances.
- Determine scope and direction of the project.
- Supervise and evaluate project staff
- Make required reports to appropriate superintendents, parish representatives and school boards.
- Coordinate all inter-parish activities.
- Schedule and organize all in-service training.
- Secure refunding of the project for the third consecutive year.
- Make recommendations regarding the hiring of personnel to the appropriate school board.
- Be responsible for any duties regarding the implementation of the project.

Position: COORDINATOR-TEACHERS

Full Time or Part Time: FULL

Qualifications:

- Hold a valid La. Teachers certificate in early childhood (preferably) or special education

Duties:

- Serve as a home teacher for 8-10 children in the respective parish.
- Coordinate location and screening of children in respective parish for participation in Portage Project.
- Coordinate intra-parish activities.
- Shall attend weekly meetings and scheduled in-service training.
- Shall be responsible to submit monthly reports for evaluation purposes.
- Shall be responsible to the Project Director and appropriate administrative personnel as directed.

Position: TEACHER

Full Time or Part Time: FULL

Qualifications:

- Hold a valid Louisiana teachers certification in early childhood (preferably) or special education.

Duties:

- Serve as a home teacher for 10 or more children in the respective parish.
- Assist coordinator/teacher in planning intra-parish activities.
- Attend weekly meetings and scheduled in-service training.
- Shall be responsible to the coordinator/teacher and appropriate administrative personnel as directed.

Position: ADMINISTRATOR/SECRETARY

Full Time or Part Time: FULL

Qualifications:

- Hold a high school diploma
- Proficiency in clerical skills and bookkeeping

Duties:

- Type all project reports, letters.
- Answer all inquiries.
- Record all data generated for project.

- Type Individual Education Programs.
- Work directly with project director on all project related activities.
- Schedule needed services for children.
- Fulfill any other duties regarding the implementation of the program as directed.

TITLE IV-C
Early Childhood Program for Handicapped
Personnel Policies

1. Coordinator/teachers and teachers shall be paid according to the salary schedule in their respective parish.
2. Each Coordinator/teacher and teacher shall work the number of hours required by the respective parish.
3. Early Childhood Project staff shall receive the same holiday vacation days as personnel in the respective parish.
4. Early Childhood staff members shall receive two weeks of vacation during the summer months. This vacation time should be approved by respective Superintendents.
5. Number of sick and personal leave days shall follow the policies of the respective parishes.
6. Sick and personal leave days shall be accumulated with respect to the policies of the parish employing the individual Coordinator/teacher and teacher.
7. Coordinator/teachers and teachers shall notify appropriate personnel in the parish **and** the Project Director in the morning if she is to be absent. Appropriate forms are to be filled out upon returning to work.
8. Participants in the program that would be affected should be notified of absence if at all possible. No substitute teachers will be used for short absences.
9. Coordinator/teachers and teachers shall submit a copy of their schedule to the Project Director, Superintendent and appropriate personnel.
10. Schedules will be kept up to date and appropriate persons shall be informed of **all** changes.
11. Early Childhood staff shall adher to all applicable policies in their respective parishes.

Parent Agreement

Initial Home Visit: Evaluation

History and Background Information on Child and Family:
(Brief medical history, medical condition, listing of sibs, names, ages, grades in school)

Permission for Evaluation:

I hereby authorize the Portage Project Staff to evaluate my child. I understand that information gained from this evaluation will be in the best interest of my child. I understand that results and findings of this evaluation will be explained to me.

Parent Signature Date

Request for Review and Possible Programming:

After discussion with the Portage Staff concerning my child's general learning ability and social adjustment based on the information obtained by the Portage Project evaluation, I hereby request that the school district consider my child for review by their multi-disciplinary team.

Parent Signature Date

No Program Desired: (Parental Statement):

Parent Signature Date
Directions to Home:

4. Suggested Materials and Equipment That Could be Used in a Homebased Preschool Program

Material	Supplier
Portage Guide to Early Education and checklists	Portage Project C.E.S.A. 12 412 E. Slifer St. Box 564 Portage, WI 53901
Alpern-Boll Developmental Profile (Manual and Scoring forms)	Psychological Development Corp. P.O. Box 3198 Aspen, CO 81611
Peabody Language Development Kit (Level P) Peabody Early Experiences Kit	American Guidance Service
Lacing Cards Large Body Puzzles Soft Spongy Shapes Easy Grip Scissors Double Handle Scissors Little Canisters Manipulative Apron Shapes Sorting Box Shape Templates Pegboard Colored Inch Cubes Basic Cut Puzzles Animal Puzzles Halves to Whole Cards Tok Back Self Care Sequential Cards Rocking Platform Tac Tracks Sorting Box and Accessories Auditory Familiar Sounds Spatial Relation Picture Cards Same or Different Cards Eye-Hand Integration Exercises I Balance Board	Developmental Learning Materials 7440 Natchez Ave. Niles, IL 60648

Playground Balls Bouncing tube Wedges Bolsters Large Knobbed Puzzles Corner Chairs	J.A. Preston Corporation 71 Fifth Ave. New York, NY 10003
Puzzles (variety) Candyland game Pick Pairs Rhythm Records Beads (for stringing) Play Telephone Shoe Bow Card and record Blocks Feel and Match Textures Safety Scissors Speech Mirror	Interstate School Supply 1835 River Road No. P.O. Box 3358 Baton Rouge, LA 70821
Dressing Vests Dressing Frames	Dick Blick P.O. Box 1267 Galesburg, IL 61401
Manipu-loc Tinker Toys	Childcraft Education Corp. 20 Kilmer Rd. Edison, NJ 08817

Consumable:

crayons
Elmer's glue
water colors
beginner pencils
assorted color construction paper
Play-doh
modeling clay
wax crayon
school paste
manila paper
toothbrushes and toothpaste

Household materials:

clothespins and milk carton
measuring spoons and cups
mirror
string or yarn and buttons

graduated size of plastic bowls and covers
magazines and catalogs
silverware
beans or peas in a bag
washcloths or towels
various size, shape and color buttons
cans of food
plastic or aritifical fruit
shoe boxes
cookie cutters
family clothing
empty cardboard rolls (from aluminum foil or paper towels)
plastic closers on bread good wrappers
paper sacks
cooking pans and their covers
shoelaces
household furniture
various size jar tops and rings
egg cartons
cotton balls
plastic cups and glasses
thread spools